Education about Medical Vocabulary Using English for SMP Baiturrahim Jambi

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Abstract

This activity aims to educate medical vocabulary skills in English for junior high school students to educate them in health education. The skills needed by students will be used as the basis for the preparation of teaching materials in English subjects intended and recommended for SMP Baiturrahim students. This community service took place at SMP Baiturrahim. This educational method uses the approach of providing materials and leaflets to students and teachers at SMP Baiturrahim in Jambi. SMP Baiturrahim which is located at Jalan H. Syamsoe Bachroen No. 32 RT. 04, Selamat, Kec. Danau Sipin, Jambi City, Jambi Province with 24 teachers, 53 male students, and 32 female students. Based on the education results, the Vocabulary Self-Collection Strategy (VSS) was successfully applied in English subjects with a good category at the beginning of educational activities and a very good category during the implementation of education at SMP Baiturrahim. In educational activities, the learning steps that have not reached the success criteria are strategy and environment. While the steps that have reached the success criteria are learning resources and students. In the next stage, there was an improvement in the learning process so that all learning steps had improved and reached the success criteria.

A. Introduction

Language learning is a classic example of an affectively based method. So important that language learning is something that really requires affective abilities, as well as in the use of English is one of the foreign language learning that is taught starting from the elementary school level. English is taught at the elementary school level starting from grade I to grade VI. Continues to the junior high level and senior high level because English is used as an international language so it is very important to be taught and mastered. Mastery of English taught from an early age expects students to be able to compete with other nations in this era of globalization.

English mastery first starts with basic material. An important fundamental component is vocabulary mastery. With the ability to master vocabulary will increasingly have good language skills. Given the role of vocabulary in language, learning vocabulary is an important concern in learning English. Providing vocabulary mastery to students has many ways, one of which is by utilizing technology that is currently developing (Dewati, 2020; Marcella et al., 2019; Nappu, 2014; Rokhmawati & Mastuti, 2018).

The development of technology today continues to grow rapidly in the world of education. The rapid development of technology affects the learning process and delivery of material in teaching and learning activities because of the many applications that offer special services online that can be accessed easily on smartphones such as game applications used for learning (Aspi & Syahrani, 2022; Hemilia et al., 2022; Junaidi et al., 2021; Putriani & Hudaidah, 2021). People in Indonesia who use smartphones continue to

show an increase every year. This is because smartphones are multifunctional tools that can be used as a means of communication, photography, browsing, games, and much more and the android population is always increasing from year to year (Nurfalah & Rusydiana, 2019).

English is an international language. This implies that the need for proper mastery of English in order to answer intensive interactions in each country, especially in the global era. Therefore, as the most widely spread international language, mastery of English is a must (Dalilah & Sya, 2022; Hasanah et al., 2020; Masruroh et al., 2018; Susanthi, 2020). In Indonesia, English is still seen as a luxury language. The consideration why English is included as a subject in Primary School, as a foundation, is that English is supposed to be a necessity for students in their future, especially in the era of globalization. English has been described as a global language as well as a local language (Crystal, 1997). Therefore, the way English is taught should be contextualized to the situation and needs of the learners. Mastery of English is the main condition for the success of individuals, (local) communities, and the Indonesian language in answering the challenges of the era at the global level.

According to observations and interviews conducted with the seventh grade English teacher at Baiturrahim Jambi Junior High School on September 21, 2023, researchers found that students still had less understanding of English reading than expected. One of the problems faced by students is their lack of awareness to do reading activities as well as their low mastery of vocabulary, which can affect their understanding of English reading. Students' low vocabulary causes delays in English learning. Students have difficulty answering questions orally or in writing and do not understand the teacher's explanation.

Secondly, only a small proportion of the students have above average English vocabulary. Thirdly, it appears that the teacher's learning method is no longer effective, because some students do not listen to what the teacher says.

This study aims to examine the English vocabulary skills needed by students related to communication activities carried out by Baiturrahim Junior High School students in English learning activities to prepare themselves for continuing education in the medical and health domain to the needs in their future jobs. The abilities needed and required to perform those international communication activities successfully. So the basic objective is to enable students to function adequately through the medium of English both in the classroom and in the everyday environment.

It is very important to address the problem of low vocabulary mastery faced by Baiturrahim Jambi Junior High School students. This prompted the researcher to conduct a study on Baiturrahim Junior High School students. Researchers and teachers discussed Vocabulary Self-Collection Strategy (hereinafter: VSS) as an appropriate solution to the problem at hand. The VSS strategy seeks

Language learning is not a set of easy steps that can be programmed in quick do-it-yourself kits. This is in accordance with the statement (Brown, 2007) Language learning is not a set of easy steps that can be programmed in a quick do-it-yourself kit. In this case Brown states that the importance of language learning, of course, the important role of vocabulary greatly affects the language process. The vocabulary in English is the forerunner of communication using English. Vocabulary is the words owned by a language or a person who makes up the language concerned or used by the person or group of people concerned. One of the reasons why teachers teach vocabulary is to facilitate children in improving reading comprehension. In the sense that English vocabulary is a basic thing that must be analyzed by students. English materials in general emphasize the ability to use language as a means of communication. Teaching English should help students speak, read and write fluently, not just give them information. Providing opportunities for teachers to be more innovative and creative in creating learning models and encouraging students to actively participate in sharing learning resources.

At SMP/MT, the goal of English language learning is for students to reach the functional literacy level, which means they can communicate orally and in writing to solve everyday problems. By reaching the functional literacy level, students will be able to understand and convey information, thoughts, and feelings, as well as the development of technology, science, and culture.

The purpose of learning English is for students to acquire language knowledge and skills and have the ability to realize a young generation that is able to compete globally. Students must master four skills in learning English: listening, reading, writing, and speaking. These four skills are used to create discussions in social life. Therefore, students are directed to improve these skills during English learning. Students who master the four language skills will have the ability to communicate and speak in English at a certain literacy level.

Mastery of English subject matter includes the ability to interact and work. Listening and reading are examples of receptive skills, while speaking and writing are examples of productive skills. Students should develop both receptive and productive skills during the learning process. Students should be equipped with other language skills so that they can master receptive and productive skills. Such as meaning system, vocabulary, grammar, writing, and sound system.

Without a strong vocabulary, students will have difficulty communicating. Vocabulary is a collection of words that a person knows. According to (Linse & Nunan, 2005), vocabulary is a collection of words organized to help one understand. To improve students' English skills, vocabulary must be taught. The four language skills (reading, writing, speaking and listening) are closely related to vocabulary acquisition. Students will have difficulties in reading, writing, speaking and listening if they do not have sufficient vocabulary. Moreover, if they do not have enough vocabulary, they will face difficulties in comprehending English reading and understanding the meaning contained in it, making it difficult to answer the teacher's questions. This also applies to speaking, even though they have listened well to what other students have said.

Chapter IV paragraph 1 of the government's Departemen Pendidikan Nasional (2012) states that "the learning process in educational units is organized in an interactive, inspiring, fun, challenging manner, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students."

So, learning strategies are an important part of the teaching and learning process. Learning should be interactive, fun and motivate students to participate. Learning strategies that support this are necessary. Linguists have created many approaches to teaching students English as an international language. However, not all learning approaches or methods are suitable for the language.

It is expected that teachers have a learning strategy as a general pattern of teacher and student activities during the learning process to achieve learning objectives. According to Nunan in (Hardini & Puspitasari, 2012) learning strategies include plans, methods, and sets of activities used to achieve specific goals. Learning methods are techniques used by teachers to create a pleasant and supportive learning environment so that the learning process runs smoothly. Therefore, the selection of strategies or techniques is very important to achieve student goals in the teaching and learning process. Learning objectives cannot be achieved if the teacher does not prepare it properly. Cases like this occur in class VII of Baiturrahim Jambi Junior High School.

Improving students' ability to acquire vocabulary and reading comprehension, especially in the field of English, is needed to overcome the problem of low reading comprehension. Improving the quality of learning through the application of appropriate learning strategies is one of the efforts that can be made. The right learning strategy is centered on student activeness. This strategy is very important to improve the quality of learning. This is because learning strategies include various action plans used with various resources and forces in learning to achieve specific academic goals (Sanjaya, 2011). Learning strategies are always correlated with student learning outcomes, so they must be chosen correctly and effectively.

According to the 2013 curriculum, VSS strategy is a student-centered learning strategy. "Self-collection of vocabulary, or VSS, is a fundamental way of opening students' minds to the wealth of words they encounter in print and the oral language that surrounds them each day: raising word consciousness,". The alternative learning strategy, VSS Strategy, encourages students to actively participate in the learning process. This strategy gives students the confidence to search for the meaning of difficult vocabulary that they consider important and interesting to learn based on the topic that the teacher has given at the end of the previous lesson. At the next meeting, one of the students in their group will explain the meaning of the word, as well as the reason why students should learn it. Vocabulary that appears more than once and familiar vocabulary are separated in this discussion. The selected vocabulary will be included in the individual's personal vocabulary list. One of the teacher's tasks is to monitor the learning process, assess the results, and discuss the results.

It is imperative to address the problem of low vocabulary mastery faced by Jambi Baiturrahim Junior High School students. This prompted the researcher to conduct a classroom action study on Baiturrahim Junior High School students. The researcher and teacher discussed VSS as an appropriate solution to the problem at hand. The VSS strategy covers all English learning processes, both oral and written, which made the researcher and teacher choose it in the area of learning technology design including learning strategy research.

The main issue addressed in this activities is the students' need for English language skills, whose basic mission is to enable students to function adequately through the medium of English both in the classroom and in daily activities. The materials and other elements must match the needs of the communication activities performed by the students of Baiturrahim Junior High School in terms of English learning activities and their future jobs as well as the abilities required to perform those communication activities successfully. Therefore, the syllabus should incorporate the communication activities and communicative skills needed in English.

Teachers are responsible for the teaching and learning process initially, or in other words, the success of the teaching and learning process depends on the teacher. Therefore, it is the teacher's responsibility to create the necessary elements in the teaching and learning process, such as materials and also teaching techniques on how to deliver authentic materials to students. Creating and applying authentic materials.

According to the needs and appropriate techniques must be done by the teacher with certain considerations to achieve the goals. The teaching techniques applied must be able to make students able to function the language in everyday life.

In fact, the lack of English vocabulary is the cause of the non-conducive English learning process that takes place at Baiturrahim Junior High School, one of which is the students' lack of understanding of English vocabulary. This causes students to be unable to respond properly and correctly when the teacher gives *stimulus questions* at the beginning of learning, in addition to this, the ignorance of the students in using a dictionary to find the meaning of words is also a contributing factor so that every word they want to know is dominated by asking the teacher directly. This became one of the results of the initial reflection in the first open class of English in class X SMP Baiturrahim by the partnership team who became observers.

The picture inspires us as educators in partnership activities to be able to think creatively in solving the problems that occur. Based on the experience during the first *open class* and the results of the reflection of the observers, then as a model teacher took the initiative to carry out a service to improve students' understanding of English vocabulary so that the learning process that occurs can be conducive and interesting for students, and based on the results of joint discussions as an English teacher with the partnership team, namely English lecturers at Baiturrahim Health College and fellow model teachers with the principal in the planning process or plan, it was agreed that the learning media that would be applied in every learning process in this education was an English vocabulary improvement education.

B.   Research Methods

This series of community service activities began in March 2023-August 2023, while the implementation of education was carried out in March 2023-April 2023. This community service activity is carried out on 53 male and 32 females SMP Baiturrahim Jambi students.

This community service activity (PKM) aims to improve medical vocabulary in English at SMP Baiturrahim Jambi.

1. Educating   students' English skills at SMP Baiturrahim
2. Expected to improve medical vocabulary in English.

The implementation process is carried out in several stages as follows. 1) Preparation Stage. This stage is the initial stage of the implementation of Community Service, namely in the form of permission from the Head of Jambi Baiturrahim Junior High School in March 2023.

Figure 1. Licensing to the Principal of SMP Baiturrahim and the Head of Baiturrahim Foundation

After obtaining permission, the Community Service Team then held a little discussion with the principal and one of the teachers regarding the Community Service that would be carried out.

Before delivering the leaflet, the Community Service team delivered materials related to English language skills education activities, the definition of skills and the objectives of English language skills education activities. Furthermore, giving leaflets and explaining the leaflets and discussing with SMP Baiturrahim Teachers.

Figure 2. Documentation of Educational Activities

Figure 3. Students of Baiturrahim Junior HighSchool

Monitoring and Evaluation (M&E) was carried out using interview techniques anddirect monitoring of the targets. The scope ofM&E in this activity includes four aspects, namely as follows: 1) Monev Planning. In this aspect, the PKM team will evaluate partner conditions, program objectives, problems and solutions, material content and activity practices, media/tools used, targets in service activities, evaluation implementation time (how long, and when the evaluation is carried out), facilities and infrastructure, and funds used. 2) Monitoring and Evaluation of Activity Implementation. Monitoring and evalution of activity implementation is described in Tabel 1.

Table 1. Monitoring and Evaluation of PKM Activity Implementation

No.	Activity Implementation	Implementation of Monitoring and Evaluation
1	a. Leaflet making b. Education and socialization to students about English language skills c. Assistance to the Principal of SMP Baiturrahim Jambi	In the implementation of this activity, the PKM team will conductmonitoring andevaluation on the following aspects: a. 90 - 100% of targets attendeach meeting b. PKM team's ability to deliver materials and practices to students c. SMP Baiturrahim students'feedback
2	Application of English Language Skills	In the implementation of this activity, the PKM team will conductmonitoring andevaluation on the following aspects: a. 90 - 100% of targets attend each meeting b. PKM team's ability to deliver materials and practices tostudents\ c. SMP Baiturrahim students' feedback
3	Knowledge measurement in this activitywas obtained using a questionnaire	In the implementation of this activity, the PKM team will conductmonitoring andevaluation on the following aspects: a. 90 - 100% of targets attend each meeting b. PKM team's ability to deliver materials and practices tostudents c. SMP Baiturrahim students' feedback

C.   Result and Discussion

Socialization is the instilling of habits or values and rules from one generation to another in a group or society. Socialization carried out at SMP Baiturrahim about Medical Vocabulary Education using English for SMP Baiturrahim Jambi.

Education is a process of learning activities for each individual or group that aims to improve the quality of mindset, knowledge and develop the potential of each individual.

Socialization and education are carried out for the community, both by institutions and individuals, the world of education, and socialization nationally and internationally. Education is a learning process between two or more people whose purpose is to provide information, improve thinking intelligence, which can be done using media or directly.

This chapter is the result of English competency for junior secondary students in English vocabulary improvement activities. In terms of English communication, vocabulary is an important thing that must be known before communicating using English.

The learning process took place in class and during teaching hours in accordance with the applicable lesson schedule in class VII of Baiturrahim Junior High School. We together with our partner, Baiturrahim Junior High School teachers, implemented English learning using *Vocabulary Self-Collection Strategy* (VSS) in this educational session.

The implementation of learning tends to be flexible in terms of place, time, learning materials, and learning activities that are not monotonous. Students look enthusiastic in teaching vocabulary. Based on this, the researcher concluded that vocabulary learning strategy using VSS strategy can increase students' motivation in vocabulary acquisition. Students are given the trust to choose their own vocabulary so that students are more independent in learning vocabulary. With the increase in English vocabulary acquisition, it will be easier for students to understand English reading.

At the education stage, we identified the problems faced by students in the English learning process at Baiturrahim Junior High School. Based on the results of the problem identification, one of the reasons hindering the English learning process is the lack of English vocabulary acquisition.

The second step is to design a solution to the problem. The design of the solution is in the form of steps taken to solve the problems that have been faced by teachers and students. The steps taken are to apply vocabulary learning using VSS. The next step is for the teacher and the team to prepare various medical vocabularies that will be given as knowledge to the students of Baiturrahim Junior High School.

The implementation took place in accordance with the VSS steps as follows:

(1) students were introduced to the VSS strategy, learning objectives and the learning process, (2) learning groups were formed, students worked together in small groups, (3) students were given examples of how to select important words from the reading and show why the word was important to select, (4) each group presented two words and gave the meaning and reasons for selecting the word and the sentence in which this word was used. In the discussion, students eliminate words that have been used by other groups, (5) from the results of vocabulary findings, students present to their classmates the word they found, the source of the word obtained, determine the meaning of the word obtained and why the students think the word is important to learn, (6) the last step is that students determine the nomination of the word to be studied.

This model has nine steps, namely (a) after reading or writing a medical text, learners are asked to work in pairs or small groups to identify a word or term that they want to learn more about, (b) students are prepared to explain where they found the word in the text and read the sentence aloud, guessing the meaning of the word and explaining why the word is important to learn and should be included in the vocabulary list; (c) the teacher should accept the choice of the word and lead a discussion about the meaning and the reason for including the word in the vocabulary list and students are also asked to discuss the meaning and work together to sharpen the meaning of the word or term; (d) the teacher selects the words or terms that need to be added to the vocabulary list and provides an explanation; (e) if there are too many words, the vocabulary list should be narrowed down by asking for learner agreement; (f) students are asked to write the list of words or terms in their vocabulary journals or learning maps; (g) teachers need to plan and develop other activities to clarify words or terms; .(h) students need to be given more time to complete additional activities; (i) the selection of vocabulary should be incorporated into an appropriate assessment process. The sequence of reading activities above is based on the sequence starting from *(a) engaging; (b) describing or problem solving; (c) conceiving; (d) explaining; (e) connecting; (f) interpreting; and (g) judging.*

D. Conclusion

Based on the results of education, *Vocabulary Self-Collection Strategy* (VSS) was successfully applied in English subjects with a good category at the beginning of educational activities and a very good category during the implementation of education at SMP Baiturrahim. In educational activities, the learning steps

that have not reached the success criteria are strategy and environment. While the stepsthat have reached the success criteria are learning resources and students. In the next stage, there was an improvement in the learning process so that all learning steps hadimproved and reached the success criteria.

The implementation took place in accordance with the steps of *Vocabulary Self-Collection Strategy* (VSS) as follows: (1) students are introduced to the Vocabulary Self- Collection Strategy (VSS), learning objectives and learning process, (2) learning groups are formed, students work together in small groups, (3) students are given examples of how to select important words from the reading and show why the word is important to choose, (4) each group presents two words and provides the meaningand reasons for choosing the word chosen andthe sentence in which this word is used. In the discussion, students eliminate words that have been used by other groups, (5) from the results ofvocabulary findings, students present to their classmates the word they found, the source of theword obtained, determine the meaning of the word obtained and why the students think the word is important to learn, (6) the last step is thatstudents determine the nomination of the word tobe studied.

E.   Acknowledgement

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